

2018-2019

# EPP Performance Report

## Teach For America

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### Overview of the Institution

Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. We provide the training and ongoing support necessary to ensure their success as teachers in low-income communities. Our teachers, also called corps members, go above and beyond traditional expectations to lead their students to significant academic achievement, despite the challenges of poverty and the limited capacity of the school system. In succeeding with their students, corps members show that students in low-income communities can achieve at high levels, offering further evidence that educational

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inequity is a solvable problem. Yet we know that enlisting additional high-quality teachers is not the ultimate solution. We believe that the best hope for ending educational inequity is to build a massive force of leaders in all fields who have the perspective and conviction that come from teaching successfully in low-income communities. During their two-year commitments, Teach For America corps members see firsthand that educational inequity is solvable and gain a grounded understanding of how to solve it. Beyond these two years, Teach For America alumni bring strong leadership to all levels of the school system and every professional sector, addressing the extra challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

### **Special Characteristics**

- Summer Institute—Corps members participate in an intensive 5-week training with experts facilitating training sessions in Instructional Planning and Delivery, Literacy, Classroom Management and Culture, Teaching As Leadership, and Learning Theory, and Diversity and Inclusiveness. While at institute, corps members receive training and support in designing, administering, and grading valid diagnostics and formative assessments. This training comes in curriculum sessions as well as lesson planning clinics.
- Managers, Teacher Leadership Development (MTLDs) support: MTLDs are full time Teach For America staff who are experienced teachers and serve as coaches to corps members. Each MTLD manages a group of about 30 corps members a school year which allows them to become close partners in supporting teachers and tailoring supports to each teacher's needs. MTLDs lead sessions throughout the year that focus on assessment and engage in ongoing discussions about student achievement through ongoing data reporting and conversations, culminating with an –end-of-year conversation with their MTLD.
- Our non-traditional teachers in NC must first meet the qualifications for the Teach For America program nationally. This includes GPA, recommendations, experience, interview, etc. Find that here: <http://www.teachforamerica.org/why-teach-for-america/how-to-apply/applicantprerequisites>. Then, they must complete all of our pre-summer work, the summer training institute, and our regional orientation.

### **Program Areas and Levels Offered**

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**Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency

**Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

**The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.**

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**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

The Teach For America, Charlotte region partnered with LilySarahGrace (LSG) in the 2017-2018 school year. LSG is a program that challenges and empowers teachers in underfunded public elementary schools to deliver best-practice instruction via Arts-Infused Inquiry-Based Learning (AIIBL).

Arts-Infused Inquiry Based Learning (AIIBL) empowers all students to achieve via intellectually challenging, inquiry-based, integrated experiences, which are fun, exciting, relevant, and engaging.

Inquiry-based Learning (IBL) seeks to develop life-long learners while adhering to the philosophy that teachers are facilitators of children's learning. This style of deep learning is student-centered. It is a fluid and evolving approach to how knowledge is learned and transmitted.

The LSG Professional Development team worked directly with our students in planning and implementing AIIBL through custom-designed coaching and modeling in classrooms, co-planning with teams, half-day and full-day seminars, as well as multi-day institutes. Their staff guided our students through AIIBL planning and practice through hands-on arts-integrated, inquiry-based learning experiences. Our students left the session armed with activities that could be implemented immediately in all subject areas in their classrooms.

At our summer training, we teach our students differentiation strategies that work to pair choice, student interest, and engaging activities so that students can demonstrate learning in a variety of ways—including through the arts.

**Explain how your program identifies needs in the various areas it serves.**

At Teach For America, we rely heavily on data to make informed decisions on our strategies. Our teacher coaches partner with our students and collect and analyze student data to make informed decisions on classroom instruction. We have different data trackers that we use throughout the year, which allow us to have an informed view of our students strengths and weaknesses in the classroom. We utilize rubrics as we observe our students in the classroom and provide feedback for growth using those tools.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Albemarle Road Elementary School Albemarle Road Middle School Allenbrook Elementary Ashley Park Elementary Berryhill Elementary Berryhill Middle Bruns Avenue Elementary Charlotte East Language Academy Cochrane Collegiate Academy Coulwood STEM Academy Devonshire Elementary School Druid Hills Elementary School East Mecklenburg HS Eastway Middle First Ward Elementary Garinger High School Governor's Village Harding University High School Hawthorne Academy HS Hidden Valley Elementary Highland Renaissance Huntingtowne Farms Elementary Idlewild Elementary James Martin Middle School Kennedy Middle KIPP Change Lawrence Orr Elementary Martin Luther King Jr. Middle School McClintock Middle Nations Ford Elementary School Newell Elementary North Mecklenburg High Olympic METS Piney Grove Elementary Quail Hollow MS Ranson IB Middle School Renaissance West PreK-8 STEAM School Rocky River HS Sugar Creek Charter School Vance High School Walter G. Byers Elementary School West Charlotte High School West Mecklenburg High School Westerly Hills Academy Whitewater Elementary Whitewater MS Wilson STEM Academy Windsor Park Elementary Winterfield Elementary
Start and End Dates	June 2018-July 2019

Priorities Identified in Collaboration with LEAs/Schools	Teach For America, Charlotte partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	184
Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>Academy at Lincoln  Bessemer Elementary School  Dudley High School  Eastern Guilford Middle School  Fairview Elementary  Frazier Elementary  Gillespie Park Elementary School  Grimsley High School  Hairston Middle School  High Point Central High School  Jackson Middle School  Kirkman Park Elementary  Montieu Elementary  Montlieu Village Academy  Northeast Guilford High School  Page High School  Parkview Village Elementary School  Penn Griffin High School  Smith High School  Southeasat High School  Swann Middle School</p>
Start and End Dates	June 2018-July 2019
Priorities Identified in Collaboration with LEAs/Schools	Teach For America, Piedmont Triad partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	33

Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Central Elementary Coker Wimberly Elementary Conway Middle School E.O. Young Elementary Eaton Johnson Middle School Enfield Middle School Farmville Middle School Gaston Elementary Gaston Middle School Grifton School Henderson Collegiate Elementary Henderson Collegiate Elementary Henderson Collegiate High School James Kenan High School JF Webb High School Kinston High School KIPP GCP Middle School KIPP GCP Primary KIPP Pride High School Lakeforest Elementary Mariam Boyd Elementary Martin Millennium Academy Maureen Joy Charter School North Edgecombe High School North Pitt High School Northampton County Early College Northeast Elementary Northern Granville Middle School Northside K-8 School Pactolus School Phillips Middle School Princeville Elementary Roanoke Valley Early College Rochelle Middle School Rocky Mount Prep Rose Hill Magnolia South Granville High School South Warren Elementary South Warren Elementary Southeast Collegiate Prep Academy Southeast Elementary Union Elementary Union High School Union Middle School Vance County High School Vance County Middle School W.A. Pattillo Middle School

	Wallace Elementary Warren County High School Warren Early College Warren New Tech High School Warsaw Elementary Weldon High School Wellcome Middle School West Edgecombe Middle School West Oxford Elementary William R. Davie Middle School
Start and End Dates	June 2018-July 2019
Priorities Identified in Collaboration with LEAs/Schools	Teach For America, Eastern North Carolina partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	161
Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA



## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	41
Female	171
Race/Ethnicity	Number
Hispanic / Latino	9
Asian	13
African-American	69
American Indian / Alaskan Native	n/a
Native Hawaiian / Pacific Islander	n/a
White	104
Multi-Racial	11
Gender	Number

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian	4	Asian	12
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	106
	Hispanic/Latino	3	Hispanic/Latino	17
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	60	White	169
	Multi-Racial	3	Multi-Racial	19
	Not Provided	3	Not Provided	12
	Total	97	Total	335
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary				12		
MG				27		
Secondary				12		

Special Subjects						
EC				2		
VocEd						
Special Services						
Total	0	0	0	53	0	0

**D. Undergraduate program completers in NC Schools within one year of program completion.**

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	TFA	57	89	60
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	29
Edgecombe County Public Schools	5

**F. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.45
Comment or Explanation:	
* Less than five scores reported	

**G. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								

\*\*Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

#### H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

#### I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution

#### J. Field Supervisors to Students Ratio (include both internships and residencies)

#### K. Teacher Effectiveness

Institution: Teach For America
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers

must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

\*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

\*Blank cells represent no data available

\*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	*	37.0%	45.7%	15.2%	46	
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	46.2%	42.3%	*	26	20
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	*	42.3%	46.2%	*	26	20
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	39.1%	54.4%	*	46	
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	57.7%	34.6%	*	26	20
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		

Inst. Level:	N/A	81.0%	*	21		
State Level:	22.0%	64.7%	13.0%	6,228	3,076	